

| Art Skills Progression Map | | Cycle A | | | Cycle B | | |
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| KS1 | Topics | Abstraction: colour, line and shape | Living Things: paper and mixed media sculpture | The Romantics: painting landscapes | Expressionism: colour, texture, pattern | Pop Art: Collage and mixed media | Contemporary artists: Painting and sculpting the human form |
| | Media Skills | Explore mark making, experiment with drawing lines and use 2D shapes to draw Use, express and experiment with line for purpose, then use appropriate language to describe lines. Understand patterns in nature, design and make patterns in a range of materials. Identify, describe and use shape for purpose. Compose geometric designs by adapting the work of other artists to suit their own ideas. | Learn about form and space through making sculptures and developing language. Understand what tone is and how to apply this to their own work. Experiment with pencils to create tone. Use tone to create form when drawing. | Develop skill and control when painting. Paint with expression. Mix, apply and refine colour mixing for purpose using wet and dry media. | Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. Describe their colour selections, choose and justify colours for expressive purpose. Draw lines with increased skill and confidence. Use line for expression. Learn 1 of the shading techniques: scribble shading. Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and manmade patterns. Create patterns of their own. Use materials to create textures. Identify and describe different textures. Select and use appropriate materials to create textures via pastel rubbings. | Remember the primary colours and how to mix them to create secondary colours. Apply paint and liquid paint in even layers for collage. Choose from a set of colours for their artworks. Explore various surfaces and tools for applying paint. Develop their drawing skills with tracing and outlining. Apply paint in a pattern for visual impact. Use bold lines and outline to compose a collage. Use tearing to create small pieces of collage material. Place collage material deliberately in outlined sections. Select specific sections and subjects from a variety of found materials to create collage with intent. | Further improve skill and control when painting. Paint with creativity and expression Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing. |
| | Sketchbook and Artwork Skills | Explore and create ideas for purposes and intentions Gain inspiration from the natural world To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. | | | To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials Use artist sources to develop their own original artwork. | | |
| | Analysis and Reflection Skills | Be introduced to the concept of Art Movements as changing fashions of art that we can describe. Recognise and describe key features of their own and other's work. Describe what they feel about their work and the art of others | | | Be introduced to the concept of Art Movements as changing fashions of art that we can describe. Start to compare and sort art movements, artists and their work by simple motifs, taught to them. Compare other's work, identifying similarities and differences. Describe choices and preferences using the language of art | | |
| LKS2 | Topics | Early Islamic Empire: Pattern and Print | Still Life and Landscapes: drawing skills | Abstract Expressionism: Found object Sculpture | Prehistoric Art (Indus valley): drawing and clay animals | Impressionism: painting rivers | Contemporary artists: texture and weaving |
| | Media Skills | Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Express and describe organic and geometric forms through different types of line Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and manmade patterns. Create patterns of their own. | Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. Use a range of drawing media. Draw lines with increased skill and confidence. Use line for expression Experiment with pencils to create tone. Use tone to create form when drawing. Develop skill and control when using tone. Learn and use simple shading rules. | Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing. Compose geometric designs by adapting the work of other artists to suit their own ideas. Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials | Further develop their ability to describe 3D form in a range of materials, including drawing. Express and describe organic and geometric forms through different types of line, drawn from 2D and 3D references. Explore soft materials for sculpture. Develop skills in pinching, rolling, squeezing, and pulling for moulding clay and similar materials. Translate 3D to 3D in observed model making. | Develop skill and control when painting. Apply greater expression and creativity to own paintings. Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. Mix and apply colours to represent subjects from | Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. Identify and describe different textures. Select and use appropriate materials to create textures |

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| | | | | | Adapt plans for sculptural forms to increase the outcomes stability and strength. | observation. Study colours used by Impressionist painters | |
| | Sketchbook and Artwork Skills | To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments. Create personal artwork using the artwork of others to stimulate them. | | | Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. Use wider curriculum sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives. | | |
| | Analysis and Reflection Skills | Understand that Art Movements are influenced by their historical and geographical context. Start to sort and describe motifs within art movements or a specific artist's work as a group. Reflect upon and voice their own preferences when it comes to art movements or artists. Discuss own and other's work using an increasingly sophisticated use of art language (formal elements). Reflecting on their own work to make improvements | | | Understand that Art Movements are influenced by their historical and geographical context. Start to sort and describe motifs within art movements or a specific artist's work as a group. Build a more complex vocabulary when discussing your own and others' art. Use their own and other's opinion of work to identify areas of improvement. Analyse painting by artists. Analyse and describe texture within artists' work. | | |
| UKS2 | Topics | Contemporary Artists (Lubaina Himid): 2D into 3D(AA), drawing and painting | Modernism: Sculpture for peace | Post-Modernism: Activism (AA) | Arts & Crafts Movement: printmaking | Public/Street Art: Drawing skills, Collage, and mixed media | Surrealism: photography |
| | Media Skills | Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. Select and mix more complex colours to depict thoughts and feelings. Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques. | Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Express and articulate a personal message through sculpture. Analyse and study artists' use of form. Develop understanding of texture through practical making activities. | Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. Express feelings and emotions through colour. | Gather inspiration through drawing from reference images. Adapt and simplify drawing into printing plans. Construct patterns through various methods to develop their understanding. Create sophisticated artwork using their knowledge of pattern. Use rollers and printing plates to create successful prints. Work with relief and carved printing plate methods. Explore combinations of surface and ink colours to create artworks that fit a deliberate aesthetic. | Learn and apply new drawing techniques. Extend and develop a greater understanding of applying expression when using line. Use line and colour to distort and exaggerate text. Express and articulate a personal message through sculpture. Consider location, size, form and public visual appeal when planning a site specific sculpture | How to use a digital camera and some key concepts in composition such as focal points and leading lines. Experiment with photography techniques: frame within frame, forced perspective illusions, and photomontage. |
| | Sketchbook and Artwork Skills | Study and apply the techniques of other artists. Understand how artists manipulate materials to create texture. Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. Create and invent for purposes. Express ideas about art through messages, graphics, text and images. | | | Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape. Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks. Express ideas about art through messages, graphics, text and images. | | |
| | Analysis and Reflection Skills | Understand that the personal stories of artists will directly influence their work aesthetic and intention. Compare and contrast Art Movements studied so far to describe preferences and make connections. Analyse artists' use of tone. Develop a greater understanding of vocabulary when discussing their own and others' work. Regularly analysing and reflecting on their intentions and choices. | | | Discuss Art movements as products and reactions to their historical and cultural context, seeing links between changes in art styles with new inventions and technology. Compare and contrast Art Movements studied so far to describe preferences and make connections. Use the language of art with greater sophistication when discussing own and others art. Give reasoned evaluations of their own and others work which takes account of context and intention. | | |

Drawing skills, Collage and mixed media, Painting, Sculpture, Printing, Photography (UKS2 only)